2018–2019 Services to Students with Dyslexia

Program authority:	Texas Education Code, 29.027 as added by House Bill 21, Section 3, 85th Texas Legislature, 2017	**FOR TEA USE ONLY** Write NOGA ID here:
Grant Period:	May 1, 2018, to August 31, 2019	
Application deadline:	5:00 p.m. Central Time, March 8, 2018	Place date stamp here.
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	
Contact information:	Karin Miller, karin.miller@tea.texas.gov, (512) 463-9581	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
United Independent School District	240903		n/a
Vendor ID #	**ESC Region #**		
1746028859	01		

Mailing address		City	State	ZIP Code
201 Lindenewood Drive		Laredo	TX	78045-2429

Primary Contact

First name	M.I.	Last name	Title
Edith		Landeck	Director Grants Administration
Telephone #	**Email address**		**FAX #**
956-473-6311	elandeck@uisd.net		956-473-6422

Secondary Contact

First name	M.I.	Last name	Title
Guadalupe	M	Perez	Director of Section 504
Telephone #	**Email address**		**FAX #**
956-473-5246	gmperez@uisd.net		956-473-6422

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Roberto	J.	Santos	Superintendent

Telephone # 956-473-6219

Email address rsantos@uisd.net

FAX # 956-728-8691

Signature (blue ink preferred)

Date signed February 28, 2018

Only the legally responsible party may sign this application.

Schedule #1—General Information	
County-district number or vendor ID: 240903	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
3	Certification of Shared Services	☒	☐
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100)	*See important note for competitive grants	☐
8	Professional and Contracted Services (6200)		☐
9	Supplies and Materials (6300)		☐
10	Other Operating Costs (6400)		☐
11	Capital Outlay (6600)		☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐

*IMPORTANT NOTE FOR COMPETITIVE GRANTS: Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 240903	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 240903	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will operate as an independent campus or a separate program from the campus in which the program is located, with a separate budget.
4.	The applicant provides assurance that the program will give priority for enrollment to students with dyslexia.
5.	The applicant provides assurance that the program will limit enrollment and services to students who are at least three years of age and younger than nine years of age or are enrolled in the third grade or a lower grade level.
6.	The applicant provides assurance that the program will allow a student who turns nine years of age or older during a school year to remain in the program until the end of that school year.
7.	The applicant provides assurance that the local educational program (LEA) will not charge a fee for the program, other than those authorized by law for students in public schools.
8.	The applicant provides assurance that the LEA will not require a parent to enroll a child in the program.
9.	The applicant provides assurance that the LEA will not allow an admission, review, and dismissal committee to place a student in the program without the written consent of the student's parent or guardian.
10.	The applicant provides assurance that the LEA will not continue the placement of a student in the program after the student's parent or guardian revokes consent, in writing, to the student's placement in the program.
11.	The applicant provides assurance that the program will incorporate meaningful inclusion.
12.	The applicant provides assurance that it will develop appropriate systems and processes to collect and report baseline academic and functional data and achievements for students enrolled in the program as required by TEA.
13.	The applicant provides assurance that it will submit data on the academic and functional achievements to TEA, in a TEA approved format, by the requested date. This data may be the basis for awarding continuation grants.

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 240903	Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent:	****Not applicable, nearby district uses the Herman Method for Dyslexia Instruction**			
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 240903 | Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
			Grand total:	

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 240903	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

United ISD has designed a robust supplemental grant program to increase instructional effectiveness and services for students aged 3-9 years old in its existing and rapidly growing Dyslexia Program at Elementary campuses; this is especially critical to help the district meet a projected student Dyslexia program participant increase of 66% for students at this age grouping. United ISD's Dyslexia Program operates independently of the campuses, and has separate administrative and instructional staff (eligible to participate in this grant program as per FAQ Question C-7). United ISD has one dyslexia classroom per each of its 29 campuses. This grant program will benefit the population to be served by providing use of an updated dyslexia instructional curriculum that allows for robust student instruction, incorporating multisensory instruction through the provision of technology (Dynia, Schachter, et al 2016). Also, additional instructional and learning time will be provided through the deployment of dedicated dyslexia Evaluators who will focus on evaluating referred students in grades Pk-3rd for entry into the dyslexia program to provide early intervention services; this is especially critical since the dyslexia teachers are currently performing student evaluations, and this time spent has the effect of decreasing the teacher's instructional and planning time to address individualized student reading plans. A final benefit is that a summer learning opportunity in a camp will be provided to decrease student's individual reading performance gap through the opportunity for summer remediation to address their disability. United ISD's planned innovative program has a solid alignment between the 2017-2018 district Goal One (Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement) and the goals of the grant program (to better address the needs of dyslexia students).

The budget is by design supplemental to efforts/practices already in place at the district. Payroll costs: 4 evaluation specialists provide services during the program year; extra-duty pay for personnel for the summer camp (2 sights); and the accompanying benefits costs. Professional/Contracted services are budgeted for training and updated Dyslexia program curriculum. Supplies/Materials include reasonable and necessary expenses on a per campus basis for program functioning. Other Operating Costs are budgeted for student transport to the summer camp sites (sites of other district summer programming). Capital outlay includes reasonable and necessary technology for the updated modern curriculum on a per campus basis, to include interactive flat panels, class set (10) mobile computing device bundles, a printer, and secured cart storage for the mobile computing devices. Technology is to be put in place at all 29 elementary dyslexia classrooms (1 per campus) in the district.

United ISD's planned grant program has goals and purposes aligned to serving the population of students in the dyslexia program who are ages 3 - 9 years; the current population of in our dyslexia program of students ages 3 - 9 years is currently 177, with a 66% increase of students in this age range expected in the coming year due to growth and to an increased number of dyslexia referrals in process. These students reflect our district demographics, currently serving over 76% economically disadvantaged students and 98.8% Hispanic students.

The needs assignment process for this grant program was designed by the by the Assistant Superintendent of Curriculum and Instruction, the Executive Director for School Improvement, and the Director for 504/Dyslexia Programs. The efficacy of the needs assessment was determined by the Executive Director for Federal and State Programs, in conjunction with the Director of Grants Administration. All these staff members work cooperatively to determine when and how the process needs to be updated and changed, with this decision based on student success, program functioning issues or successes, parent feedback,and stakeholder input. District administrators and program coordinator will monitor areas of student performance and improvement; regular and frequent communications with stakeholders (students, parents, staff, and administrators) will be maintained to monitor to progress of the program.

The program will receive consistent, high-quality management through the ongoing oversight at the highest level provided by the Superintendent of Curriculum and Instruction in conjunction with the Executive Director of Elementary Education. These Associate Superintendent has the authority to make decisions regarding program management.

The program will be evaluated by monitoring that objectives are met in a timely manner as evidenced in the Milestones achieved, as well as following the evaluation method/processes and their associated indicator(s) of accomplishment implementation of the WJIV, Woodcock Munoz- Bateria III, CTOPP II and TONI IV assessments to discern student eligibility for program services. Students will be progress monitored once every three weeks and the data will be analyzed for program implementation and shared with parents for support and knowledge. Attendance Reports will reflect at least 90% student participation in the Scottish Rite program as well as the Summer Camp. Student participation and reading progress may be monitored through the D-MAC system, Tyler System, and IRIS system.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 240903	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Fidelity of the program will be consistently monitored for instructional delivery and student attendance (Carr, 2016) through the office of the Director, and will be corrected as needed in an ongoing basis to ensure student growth and effective teaching practices.

    This application completely and accurately answers all statuary requirements as follows: Statutory Requirement 1: The program will incorporate evidence-based and research-based design (Orton-Gillingham approach, cited in Hughes, 2014) as provided by the Scottish Rite Program Research (White Paper) (Michael Bates, 2013-2018); this program will be implemented with fidelity and consistently monitored for effectiveness as measured by student progress monitoring. The program will rely on technology research for Positive Impact on Learning as found in recent literature. The Dyslexia/Reading Difficulty Evaluation Process is valid, reliable, and replicable; it is research-based and developed by experts in the field of learning disabilities (Antonenko, Dawson, & Sahay, 2016). Statutory Requirement 2: Student data on prior reading difficulties as addressed by their participation in the RTI process (Dougherty Stahl, 2016) will dictate a possible referral into the dyslexia program. The BRI (Basic Reading Inventory) will be used to track student challenges with their basic reading skills. Student participation with the I-Station tracking system will indicate student baseline data and progress with reading phonemic awareness, graphophonemic knowledge, vocabulary, fluency, and comprehension. Lexile levels will be measured through student participation data on the BRI, the I-Station, and their Accelerated Reader program data. Statutory Requirement 3: Program will incorporate parental support and collaboration through the following activities: Presentation on Dyslexia to Parents via campus PTC meetings to solicit parent support, collaboration, and feedback; Parent Summit- Dyslexia Presentations to solicit parent support, collaboration, and feedback; Presentation to Parents of student participants prior to program participation on the Scottish Rites Program; Progress Monitoring Reports sent to Parents every 6 weeks; Presentation to community members on Dyslexia and on the Scottish Rites Program through the DEIC; and Presentation to the UISD Parent Group through the UCOP (United Council of Parents) on Dyslexia and on the Scottish Rite Program to solicit parent support, collaboration, and feedback. Statutory Requirement 4: Proposed program will reflect the diversity of the state to the degree possible in our identification of our English Language Learners and low socio-economic student groups by affording them appropriate evaluation tools in their native language (Esperanza) and by providing students the opportunity to fully engage in a positive school experience. The program can be replicated for students statewide as we are using widely available research-based materials for both identification and instruction of Pk-3 students with dyslexia. The Scottish Rite program will be a support to effective teaching practices for reading by the general education teachers (Sharma, et al 2015).

    United ISD's application completely and accurately answers all TEA Requirements. Requirement 1: program will use innovative approaches to effectively address the unique academic and functional needs of students with through the effective use of cutting edge technology to address multisensory instructional tools and student learning modes during the regular school year and in innovative summer camps. An additional innovative approach is the use of technology tools to accompany appropriate pedagy (Laurillard, 2002; Roblyer 2003) and deployment of of Evaluators to ensure uniformity of eligible student identification. Also, collaboration between Special education, RtI, and Dyslexia Teachers will be frequently occurring to ensure fidelity in program delivery. The Summer Camp for identified students is also an innovative approach. Requirement 2: Describe coordination of services with private or community-based providers. United ISD's response is to check the NA box, as the planned program will not coordinate with private or community based providers that are lacking locally. We will have training and limited coordination with the Scottish Rite program.

    United will continue its use of the existing Success Ed program to track dyslexic students information, performance, and progress as they transition from elementary to middle school and middle to high school to ensure appropriate monitoring and support. The elementary dyslexia teachers at all campuses will continue to be locally funded and will coordinate efforts to maximize grant funds to enhance services, and to put Evaluators in place to consistently evaluate and identify dyslexic students. All United ISD Pk-3 dyslexia teachers will be trained with the new modern program curriculum to best improve student performance. Reports will be generated to track the teacher effectiveness and student progress. This will ensure that project participants not only remain committed to the program but also can see student progress.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 240903				Amendment # (for amendments only):			

Program authority: Texas Education Code, 29.027, House Bill 21, Section 3, 85th Texas Legislature, 2017

Grant period: May 1, 2018, to August 31, 2019	Fund code/shared services arrangement code: 429/459

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	$ 313,471	$ 0	$ 313,471
Schedule #8	Professional and Contracted Services (6200)	6200	$ 70,000	$ 0	$ 70,000
Schedule #9	Supplies and Materials (6300)	6300	$ 54,395	$ 0	$ 54,395
Schedule #10	Other Operating Costs (6400)	6400	$ 10,304	$ 0	$ 10,304
Schedule #11	Capital Outlay (6600)	6600	$ 375,898	$ 0	$ 375,898
		Total direct costs:	$ 824,068	$ 0	$ 824,068
		9.930% indirect costs (see note):	N/A	$ 81,830	$ 824,068
		Grand total of budgeted costs (add all entries in each column):	$ 824,068	$ 81,830	$ 905,898

Shared Services Arrangement

6493	Payments to member districts of shared services arrangements	$0	$0	$0

Administrative Cost Calculation

Enter the total grant amount requested:	$905,898
Percentage limit on administrative costs established for the program (15%):	x .15
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$135,885

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 240903 | Amendment # (for amendments only):

	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher			
2	Educational aide			$
3	Tutor			$
Program Management and Administration				
4	Project director/administrator			$
5	Project coordinator			$
6	Teacher facilitator			$
7	Teacher supervisor			$
8	Secretary/administrative assistant			$
9	Data entry clerk			$
10	Grant accountant/bookkeeper			$
11	Evaluator/evaluation specialist	4		$260,000
Auxiliary				
12	Counselor			$
13	Social worker			$
14	Community liaison/parent coordinator			$
Other Employee Positions				
15	Title			$
16	Title			$
17	Title			$
18		Subtotal employee costs:		$260,000
Substitute, Extra-Duty Pay, Benefits Costs				
19	6112	Substitute pay		$
20	6119	Professional staff extra-duty pay		$12,960
21	6121	Support staff extra-duty pay		$ 4,320
22	6140	Employee benefits		$36,191
23	61XX	Tuition remission (IHEs only)		$
24		Subtotal substitute, extra-duty, benefits costs		$53,471
25	**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**			**$313,471**

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 240903	Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	$
	Specify purpose:	
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	$

Professional and Contracted Services

#	Description of Service and Purpose	Grant Amount Budgeted
1	Scottish Rite Dyslexia Program ($2,500 training per person w/free materials) x28	$70,000
2		$
3		$
4		$
5		$
6		$
7		$
8		$
9		$
10		$
11		$
12		$
13		$
14		$
b.	Subtotal of professional and contracted services:	$
c.	Remaining 6200—Professional and contracted services that do not require specific approval:	$
	(Sum of lines a, b, and c) Grand total	**$70,000**

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID:		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
Expense Item Description		**Grant Amount Budgeted**
6300	Total supplies and materials that do not require specific approval:	$54,395
	Grand total:	**$54,395**

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 240903	Amendment number (for amendments only):	
Expense Item Description		**Grant Amount Budgeted**
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	$
Subtotal other operating costs requiring specific approval:		$
Remaining 6400—Other operating costs that do not require specific approval:		$10,304
Grand total:		**$10,304**

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID:			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	$
66XX—Computing Devices, capitalized				
2	Interactive Flat Panel Bundles for Instruction	29	$6,334	$183,686
3	Mobile Personal Computing Device Bundles	29	$4,740	$137,460
4	Color Printers	29	$ 889	$ 25,781
5			$	$
6			$	$
7			$	$
8			$	$
9			$	$
10			$	$
11			$	$
66XX—Software, capitalized				
12			$	$
13			$	$
14			$	$
15			$	$
16			$	$
17			$	$
18			$	$
66XX—Equipment or furniture				
19	Secured carts for Mobile Personal Computing Device Bundles	29	$999	$28,971
20			$	$
21			$	$
22			$	$
23			$	$
24			$	$
25			$	$
26			$	$
27			$	$
28			$	$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				$
			Grand total:	**$375,898**

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #12—Demographics of Participants to Be Served with Grant Funds

County-district number or vendor ID: 240903 | Amendment # (for amendments only):

Part 1: Students/Teachers To Be Served With Grant Funds. Enter the total number of students and teachers in each grade projected to be served under the grant program. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

School Type:	☒ Public	☐ Open-Enrollment Charter	☐ Private Nonprofit	☐ Private For Profit	☐ Public Institution

Grade	Number of Students	Number of Teachers	Student/Teacher Ratio
PK	0	0	0
K	19	22*	0
1st	65	22*	3/1
2nd	93	22*	4/1
3rd	135	22*	6/1
COMMENTS	*[The 22 teachers serve grade levels PK-3 inclusive; there are not 22 teachers per grade level. The student/teacher ratio is a projection.] United ISD's Dyslexia Program operates independently of the campuses, and has separate administrative and instructional staff (eligible to participate in this grant program as per FAQ Question C-7). Our Elementary program currently has 177 age 3-9 students; we expect <u>293</u> elementary Dyslexia students ages 3-9 years during the upcoming 2018-2019 school year (an increase of 66% for grade levels PK-3).		

Part 2: Amount of Instruction. Enter amount of instruction to be provided with grant funds. Use the comment section to add a description of any data not specifically requested that is important to understanding the amount of instruction to be provided by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Amount of Instruction		COMMENTS
School day hours	7.5/8	Regular school day operates for 7.5 hours/day; Summer Dyslexia Camps operate 8 hours a day.
Number of days in school year	175/16	175 regular school days/16 Summer Dyslexia Camp days
Minutes of instruction per school year	76,500/7,680	Regular school days have 76,500 minutes per year/ Summer Dyslexia Camp has 7,680 minutes per year

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Need

Schedule #13—Needs Assessment

County-district number or vendor ID: 240903	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment processes, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A needs assessment was undertaken to review the United ISD Dyslexia Program at the Elementary campuses. This process was conducted by the Assistant Superintendent of Curriculum and Instruction, the Executive Director for School Improvement, and the Director for 504/Dyslexia Programs. Data reviewed included the referral process, the current program, student performance rate, teacher efficiency based upon their time in groups, student schedules, current enrollment, projected enrollment, and performance data for students (Reed, 2016) including STAR, TPRI, I-Station, BRI's, and other assessments as available for individual students, i.e., RTI data, prior report card grades, and family history.

Data was reviewed and indicated the need for an updated dyslexia instructional program, as the current program is not updated. An updated dyslexia program will allow for robust student instruction resulting in greater student outcomes (Fuchs, et al. 2018).

Current, modern dyslexia instructional programs appropriately address the need for provision of technology for teaching and learning to allow for multisensory instruction to best improve student learning outcomes (El Baki, et al 2015). This indicates the need for provision of such technology to dyslexia teachers and students to allow for multisensory teaching and instruction appropriately delivered through technological devices (Mishra, 2016).

Another need indicated was for dedicated dyslexia Evaluators. Our Evaluators will focus on evaluating students in grades Pk-3rd to provide early intervention services (Proctor, et al, 2015). This need is especially critical since the dyslexia teachers are currently performing student evaluations for entry into the dyslexia program; this compulsory evaluation time spent decreases the teacher's instructional and planning time to address individualized student reading plans.

Students that are currently in the district's dyslexia program are not provided with an opportunity to attend summer remediation program to address their disability. This indicates a need for a summer learning opportunity (Christodoulou et al, 2017) in the form of camps to be provided for these students to decrease their individual reading performance gap.

These needs were prioritized to maximize student impact on their academic performance. The needs are ranked as shown above. This application is for a district level program that will serve all elementary campuses at grades PK-3rd.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 240903	Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Modern research based curriculum	The Scottish Rite Dyslexia Program for Students is a well-proven program that will provide a research based multi-sensory instructional tool and learning instrument to meet the needs of the Dyslexia Teachers and the identified Dyslexia Student Population (Orton, Gillingham Multisensory Process in Bates, 2013-2018).
2.	Technology for Teaching and Learning in support of the modern research-based curriculum	Research has found Dyslexic students learn best through a multi-sensory instructional approach. Teachers must have the technology tools available to provide this type of teaching resource for effective instructional delivery. Students must have the ability to maximize their learning experiences and knowledge attainment through personal technological devices (Birsh, 2005).
3.	Dyslexia Evaluators	Dedicated dyslexia Evaluators (El Baki, 2016) would decrease the burden on dyslexia teachers by conducting student evaluations for dyslexia program services. Objectives would be: 1. To increase the instructional time for our teachers with students; 2. To provide an evaluation system district wide that is homogeneous and valid across the school district; and 3. To provide educational meetings and workshops to parents, community, and stakeholders on Dyslexia characteristics, evaluation and the district instructional program for identified students.
4.	Summer Camp	Students will maintain learned skills during the summer (Christodoulough, 2017) by attending a summer camp program tailored to the instructional needs of the dyslexic or reading struggling student. This research-based summer camp program would address deficiencies in individual student's reading areas as identified by the Scottish Rite reading evaluation level or the components of the TPRI-(for students that are struggling readers who could be dyslexic). This summer program will address the closing the reading achievement gap for the student participants.
5.		

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Schedule #14—Management Plan		

County-district number or vendor ID: 240903   **Amendment # (for amendments only):**

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Director of 504/Dyslexia Services	Certified to teach in the State of Texas in the areas of: elementary education, special education, and PK-12 midmanagement administration. Holds a doctorate in Educational Leadership, and has 35 years in public education.
2.	Coordinator for Dyslexia Program	Certified to teach in the State of Texas in the areas of Elementary Education and midmanagement administration. Currently working towards her Diagnostician credentials, and has eight years in public education.
3.	Dyslexia Program Evaluators	Certified to teach in the State of Texas for Reading. Experienced with teaching and assessing students in the dyslexia program. Will have a minimum of five years in teaching students with reading difficulties.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective		Milestone	Begin Activity	End Activity
1.	The Scottish Rite Dyslexia Program will be implemented at UISD	1.	The Purchase of the Dyslexia Program	05/01/2018	04/30/2018
		2.	Professional Development for Teachers	05/01/2018	08/31/2019
		3.	Implementation of the Program for all Pk-3rd Dyslexia Program	06/01/2018	08/31/2019
		4.		XX/XX/XXXX	XX/XX/XXXX
2.	Technology for Instruction and Learning initiated	1.	Secure RFP for technology items for both teachers and students	05/01/2018	05/09/2018
		2.	Coordinate with campus administration for the location of the Dyslexia Teacher Classroom	05/10/2018	05/20/2018
		3.	Classroom Installation of the IFP, printer & delivery of student personal technological devices	05/21/2018	06/01/2018
		4.	Use of the technological equipment for instruction	06/02/2018	08/31/2019
3.	Program Evaluators added	1.	Post Positions	05/01/2018	05/09/2018
		2.	Interview Process	05/10/2018	05/20/2018
		3.	Hiring and training of the Evaluators	05/21/2018	06/01/2018
		4.	Assignment of Evaluators to duties	06/02/2018	08/31/2019
4.	Plan/implement Summer Camp - "Adventures in Reading"	1.	Post Teacher, para-professional and facilitator Positions	05/01/2018	05/09/2018
		2.	Hire and train the teachers and para-professional summer camp staff	05/10/2018	05/20/2018
		3.	Develop Student Criteria for Summer Camp Participation	05/01/2018	06/01/2018
		4.	Coordination with the transportation, food Services and hosting campuses for plant facilities i.e. classroom space, technology access, daily schedule	05/15/2018	05/31/2019

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 240903	Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Attainment of goals and objectives will be monitored according to well established processes and procedures within United ISD. All program activities will be overseen by the project director in conjunction with program coordinator, Evaluators, and teachers, who will work together on meeting grant goals and objectives. The Grants Administration Department will provide technical grant support and liaison with funder. The Curriculum and Instruction Department will provide technical instructional support, data mining, and analysis of student testing results. Accountability methods and measures for activities are in place through the ongoing evaluation of the students ages 3-9 Dyslexia Program, with classroom integration of technology conducted by the Instructional Technology Department who will also provide oversight as part of the Curriculum and Instruction Department. Student success and achievement provides a means for determining efficient use of technology via instructional accountability. The CIT Department will work to ensure that the Mobile Learning Devices are in working order and resolve any performance issues. The Finance Department will assist with processing purchase orders and authorizing payments for these orders, and Fixed Assets will tag and track the technology and devices. District administrators and program coordinator will monitor areas of student performance and improvement; those students lacking improvement will be provided with intervention prescriptive to their needs. Regular and frequent communications with stakeholders (students, parents, staff, and administrators) will be maintained to monitor to progress of the program. Any issues encountered in the implementation of the grant activities will be reported to the Director of Dyslexia Program on an ongoing basis. Stakeholders will receive guidance and communication regarding the program. The communication loop between students/parents/teachers/coordinators/directors/project director/stakeholders will be maintained and allow for immediate remediation of issues. All reporting activities as required by TEA will be made in a timely manner.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

United ISD's current Dyslexia program is an ongoing effort to best meet the unique needs of the dyslexic learner. United will continue its use of the existing Success Ed program to track dyslexic students information and progress as they transition from elementary to middle school and middle to high school to ensure they are appropriately monitored and supported with their reading disability. United will continued to fund the elementary dyslexia teachers at all campuses and will coordinate efforts to maximize grant funds by using such funds to enhance services and to put Evaluators in place to consistently evaluate and identify dyslexic students. Evaluators will also be responsible for sharing the dyslexia program information, student identification procedures, and district initiatives with parents, community members, staff, and other stakeholders.
All of the United ISD Pk-3 dyslexia teachers will be trained with the new Scottish Rite program curriculum to serve individualized student performance and will be monitored by the program director and coordinator. Reports will be generated to track the teacher effectiveness and student progress. This will ensure that project participants not only remain committed to the program but also can see student progress through this program.

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	Schedule #15—Project Evaluation		

County-district number or vendor ID: 240903	Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	WJ IV, Woodcock Munoz-Bateria III, CTOPP II and TONI IV	1.	Student Reading Achievement History as per RtI records, student grades, parent interviews
		2.	Identification of Dyslexia Characteristics
		3.	Eligibility Criteria is met for the Dyslexia Program
2.	BRI (Basic Reading Inventory) Scores	1.	Student will increase reading proficiency one grade level by the end of the 2018-2019 school year
		2.	Passing Reading Performance grade reflected on the student's report card reading class grade
		3.	The STAR Program will be administered to students to measure their Pre and Post performance level to measure reading proficiency growth
3.	Scottish Rite Placement Test for each Student Participant	1.	Teacher Reports on student achievement in Reading Program
		2.	Appropriate Student Schedule for Dyslexia Class/Composition of group
		3.	Student Groups will have a maximum of 6 student participants
4.	Scottish Rite Program	1.	Student will advance at least 20 lessons every 6 weeks
		2.	Student Attendance for their Scottish Rite Class will be at least 90%
		3.	Student reading achievement will be measured by the STAR Pre and Post Reading assessment
5.	I-Station to measure Phonemic Awareness as a pre-and post-assessment for the 2018 summer camp	1.	Students will advance at least 2 levels in their phonemic awareness as measured by I-Station after 16 days of instruction
		2.	Progress Monitoring reports from I-Station every week to be shared with the parents
		3.	Attendance Reports will reflect at least 90% student participation in the Summer Camp. The STAR Program assessments will be administered to the student participants for reading performance pre and post measurement

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All Evaluators will be trained in the appropriate implementation of the research-proven WJ IV, Woodcock Munoz- Bateria III, CTOPP II and TONI IV assessments to discern student eligibility for program services. Students will be progress monitored once every three weeks and the data will be analyzed for program implementation and shared with parents for support and knowledge. All students will advance at least 2 levels in their phonemic awareness as measured by their progress on their Scottish Rite program lessons. Attendance Reports will reflect at least 90% student participation in the Scottish Rite program as well as the Summer Camp. Student participation and reading progress may be monitored through the D-MAC system, Tyler System, and IRIS system. Fidelity of the program will be consistently monitored for instructional delivery and student attendance through the office of the Director, and will be corrected as needed in an ongoing basis to ensure student growth and effective teaching practices.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 240903	Amendment # (for amendments only):

Statutory Requirement 1: Describe how the program will incorporate evidence-based and research-based design and how the program will include effective use of technology. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The program will incorporate evidence-based and research-based design as provided by the Scottish Rite Program Research (White Paper) (Orton, Gillingham in Bates, 2016); this program will be implemented with fidelity and consistently monitored for effectiveness as measured by student progress monitoring. In addition, the program will rely on technology research for Positive Impact on Learning as found in recent literature. Also, the Dyslexia/Reading Difficulty Evaluation Process is valid, reliable, and replicable; it is research-based and developed by experts in the field of learning disabilities (Antonenko et al 2017).

Statutory Requirement 2: Describe how the program will collect empirical data on student achievement and improvement and use that data to support effective program implementation. The applicant should describe the process by which baselines for these metrics will be established. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Student data on prior reading difficulties as addressed by their participation in the RTI process will dictate a possible referral into the dyslexia program. The BRI (Basic Reading Inventory) will be used to track student challenges with their basic reading skills. Student participation with the I-Station tracking system will indicate student baseline data and progress with reading phonemic awareness, graphophonemic knowledge, vocabulary, fluency, and comprehension. Lexile levels will be measured through student participation data on the BRI, the I-Station, and their Accelerated Reader program data.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 240903	Amendment # (for amendments only):

Statutory Requirement 3: Describe how the program will incorporate parental support and collaboration. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The program will incorporate parental support and collaboration through the following activities:

- Presentation on Dyslexia to Parents via campus PTC meetings to solicit parent support, collaboration, and feedback
- Parent Summit- Dyslexia Presentations to solicit parent support, collaboration, and feedback
- Presentation to Parents of student participants prior to program participation on the Scottish Rites Program
- Progress Monitoring Reports sent to Parents every 6 weeks
- Presentation to community members on Dyslexia and on the Scottish Rites Program through the DEIC
- Presentation to the UISD Parent Group through the UCOP (United Council of Parents) on Dyslexia and on the Scottish Rite Program to solicit parent support, collaboration, and feedback

Statutory Requirement 4: Describe how the proposed program will reflect the diversity of the state and how the program can be replicated for students statewide. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed program will reflect the diversity of the state to the degree possible in our identification of our English Language Learners and low socio-economic student groups by affording them appropriate evaluation tools in their native language (Esperanza) and by providing students the opportunity to fully engage in a positive school experience.
The program can be replicated for students statewide as we are using widely available research-based materials for both identification and instruction of Pk-3 students with dyslexia. The Scottish Rite program will be a support to effective teaching practices for reading by the general education teachers.

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Schedule #17—Responses to TEA Program Requirements

| County-district number or vendor ID: 240903 | Amendment # (for amendments only): |

TEA Program Requirement 1: Describe how the program will use innovative approaches to effectively address the unique academic and functional needs of students with dyslexia. Applicants may focus on new and innovative practices, new and innovative ways to remove barriers to effective implementation of accepted practices, or both. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The program will use innovative approaches to effectively address the unique academic and functional needs of students with dyslexia through the effective use of cutting edge technology to address multisensory instructional tools and student learning modes. This initiative includes learning throughout the regular school year and in innovative summer camps. Technology will motivate our students to excel in their reading program. Our planned use of technology includes: Teacher IFP (Interactive Flat Panels) for instructional purposes; and individual student interactive technology devices for instructional support.

An additional innovated approach is the use of Evaluators to ensure uniformity of eligible student identification. Also, collaboration between Special education, RtI, and Dyslexia Teachers will be frequently occurring to ensure fidelity in program delivery. The Summer Camp for identified students is also an innovative approach. The camp, "Adventures in Reading," will take place across four weeks in two identified elementary campuses – one in the north (Borchers Elementary) and the other in the south (Salinas Elementary). Transportation will be available. The STAR pre and post-test will be administered to assess program impact on student performance.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 240903	Amendment # (for amendments only):

TEA Program Requirement 2: Describe coordination of services with private or community-based providers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ NA – Program will not coordinate with private or community based providers.

The planned program will not coordinate with private or community based providers that are lacking locally. We will have training provided by and limited coordination with the Scottish Rite program.

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